

**Standard 4-2** The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

**4-2.6:** Explain the impact of indentured servitude and slavery on life in the New World and contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages.

**Taxonomy Level:** B 2 Understand / Conceptual Knowledge

**Previous / future Knowledge:**

In 2<sup>nd</sup> grade, students summarized the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States (2-1.2).

In 3<sup>rd</sup> grade, students explained the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina (3-2.7).

This is the final time that contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages will be taught.

**It is essential for the student to know:**

**Indentured servitude** had a significant impact on the colonies. Settlers needed workers to help in planting and harvesting cash crops such as tobacco. Poor people in England who had been displaced from their land needed work. The settlers and the indentured servants signed contracts in which they agreed that the servant would work for the land owners for a certain number of years in exchange for food, clothing and, most importantly, passage to the New World. The land owners were also able to secure more land because they paid the passage of the indentured servant [headright system]. Often, the landowner did not live up to the contract and abused and mistreated the indentured servant. The servant hoped that once their time of indenture was over they would have an opportunity to own their own land. Once they were free, many moved to the backcountry of the colonies in order to claim their own land. When the number of potential indentured servants no longer was enough to fill the need for workers, the colonists turned to slave labor from Africa.

The enslavement of Africans had a profound impact on the economy and culture of the colonies and continues to have an impact on the culture of the United States today. Africans brought with them their own culture, skills and languages. Africans were very knowledgeable about raising livestock and the farming techniques needed to plant crops such as rice. Without African skills and labor the economy of the southern United States would not have developed these cash crops. Africans also impacted the cooking styles of the South, and consequently later the United States, because they often prepared the meals not only for themselves but also for the slave owners. They added greens and other vegetables to plantation owners' meat and starch diets, thus improving health. Since Africans came from many different tribal groups and spoke no English when they arrived in the colonies, some developed distinctive dialects such as Gullah. **Gullah (Gee-chee)** was a spoken language of Africans that developed in the Sea Islands off the coasts of South Carolina and Georgia. A mixture of many spoken languages combined with newly created words, Gullah was unique to the coastal region because of this area's limited access and the large concentration of Africans from numerous regions. Other customs such as the making of sea grass baskets and music were important to the slaves' extension of their previous culture into the New World.

**It is not essential for students to know:**

This indicator does not focus on the specific names of plantations or their owners. Students do not need to know how sea grass baskets are made or how rice is grown. Although exposure to African American songs and tales will help students to appreciate the rich culture that slaves brought to the colonies, students do not need to know specific African American songs or languages.

**Assessment guidelines:**

Appropriate assessments will require students to **explain** the impact of indentured servitude and slavery on life in the New World. Assessments may also require students to be able to **compare** the life of a slave and the life of an indentured servant. Students should also **recognize** examples of ways that African slaves contributed to farming techniques, cooking styles, and languages in the colonies.